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ABSTRACT

The changing nature of technical assistance activities and evaluation for compensatory education programs was discussed. The emphasis is on the Education Consolidation and Improvement Act (ECIA) Chapter 1 Technical Assistance Centers (TAC) and their clients. Improvement of school practices demands that the technical assistance process be developed and implemented based on a thorough understanding of how to produce educational change. Ronald G. Havelock's models for educational change, and the change agents' impact on clients, were explained. Stimulators of technical assistance include educational policy, policy interpretation, policy implementation, self-preservation of evaluation staff, and technical experts. The recipients of technical assistance are state and local education agency personnel. The changes in content and style of service delivery may be categorized according to: (1) the changing focus of the federal government, (2) the changing needs of state and local education agencies, and (3) the growing expertise and experience of the TACs. The future of TACs was examined in terms of these categories also. (DWH)

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THE CHANGING NATURE OF TECHNICAL ASSISTANCE

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THE CHANGING NATURE OF TECHNICAL ASSISTANCE

Introduction

This paper was prepared as part of an AERA symposium in 1985 which examined evaluation and technical assistance activities for compensatory education. As a result of the 1974 amendments to ESEA Title I, state and local education agencies have moved to a uniform process of evaluating compensatory education programs, while the Title I (now Chapter 1) evaluation Technical Assistance Centers (TACs) have been charged with the responsibility of providing timely and relevant technical assistance.

The purpose of this particular paper is to discuss the changing nature of technical assistance, particularly for the Chapter 1 TACs and their clients. Changes in government priorities, as well as new client needs, have stimulated both the content and style of TAC activities. The emerging information age, with its new technology, has also affected TAC services. It is not enough for a TAC to continue as it has until now; it must be prepared to meet the challenges of the future.

It is important to note from which perspective this paper has been written. From 1977 to 1980, the author was a senior evaluation consultant for TAC Regions VIII, IX, and X, which were operated by the Northwest Regional Educational Laboratory. From 1980 to 1982, he was program director of a major compensatory education study which was conducted by the RMC Research Corporation. Since 1982 he has been the director of the Region II TAC which has been operated in the Midwest by Advanced Technology.

The paper was made possible through the author's numerous and constant contacts with local, state, and federal clients. It was refined by investigating recent literature on the impact of technical assistance and

dissemination. It was further refined by learning whatever there was to be learned about the future nature of federal, state and local priorities.

Beyond this short introduction, the paper is divided into five sections: (1) a review of recent literature on change, (2) a look at the stimulators of technical assistance, (3) a look at the recipients of technical assistance, (4) a look at the providers of technical assistance, and (5) some implications for the future, especially for Chapter 1 TACs.

Review of the Literature

The essential reason for technical assistance lies in the need for change--a significant alteration of the status quo (Havelock, 1973). If school practices are to improve, it is essential that the technical assistance process be developed and implemented based on a thorough understanding of how to bring about such change.

Situational factors. Experts on the process of educational change expound on the variables that are at play to bring about some type of educational improvement or innovation. McLaughlin, in a study of Title I, suggests that the problem rests with a "clash of values" (Mann, 1978). He agrees that issues of addressing compliance, understanding common goods, acquiring knowledge, employing incentives, structuring and using authority and benefiting local self interest tend to converge in a maze of "rights in conflict." Bruce (et al., 1983) describes the situation under a social context, with responsible parties attending to the regular business of life organizationally, while grouping themselves as a set of homeostatic forces. Glines (1980) speaks of "the Berlin Wall of education" in which the entire structure of schooling is based on a captive-audience mentality rather than a voluntary one, thus setting up from the outset a lack of vision. Bhola (1977) concludes that the diffusion of educational innovation is a question of social engineering.

Another way to look at situational factors is to look at why change in our schools occurs so slowly. Morrish (1976) listed the following reasons:

- resistance from environment
- incompetence of outside (change) agents
- overcentralization (of school systems)
- teacher (educator) defensiveness
- absence of change agent
- poor linkage between theory and practice
- underdeveloped scientific base (for change)
- conservatism (of participants)
- professional invisibility (of participants)

Morrish goes on to point out that such factors typically lead to a separation of units or members participating in the change process, and result in an operational hierarchy and differential status among participants. Beyond that, Morrish contends that situations can ultimately lead to the lack of clear procedures and the absence of necessary training.

House (1974) might refer to the above factors as part of "the politics of educational innovation", and suggests that personal contact and networks of personal contacts are major determiners of change. Taking a more global viewpoint, however, House brings to light such factors as the growth of population centers and urbanization, government policy, plus the availability and activity of sponsorships or educational entrepreneurs. He also indicates that teachers find themselves in a predicament, especially in terms of their access to new ideas, the decentives associated with being innovative, and the poor quality of training.

In terms of Chapter 1 evaluation, one can learn from the literature that contextual factors associated with policy, people and environment tend to set up

the evaluation process organizationally, and that TACs need to develop an understanding of the factors and how to provide services accordingly. Havelock (1973) stipulates very clearly that the first step of a change agent, such as the TAC, is to build a relationship with its client.

Change models. Havelock (1973) described three strategic orientations, or models, for bringing about educational change: (1) the problem-solving (PS) model, (2) the social-interaction (SI) model, and (3) the research, develop and diffuse (RD&D) model. Morrish, in 1976, refined the latter model to include research, development, diffusion, and adoption (RDD&A). Bhola (1977) referred to two additional models: (1) the organizational development model which activates itself within the structure of schools and school systems, and (2) the configurational model which he promotes as the CLER model which addresses Configuration, Linkages, Environment, and Resources. Bhola contends that the ERIC Clearinghouse system, the R&D centers, and regional laboratories are examples of the RD&D model. It would be supposed that he would list the National Diffusion Network (NDN) as an example of the RDD&A model.

Bruce (et al., 1983) talks of the homeostasis of change, and stipulates that educational programs can improve themselves in three stages: (1) refinement, (2) renovation, and (3) redesign. Havelock, a decade earlier in 1973, suggested five steps as "the change agents guide to innovation":

1. build a relationship (with clients)
2. diagnose (the situation)
3. acquire relevant resources
4. choose a solution (change)
5. gain acceptance

Havelock focuses on the change agent as the catalyst, the solution giver, the process helper, and the resource linker. He diagrams impact between change agent and client as indicated in Figure 1.

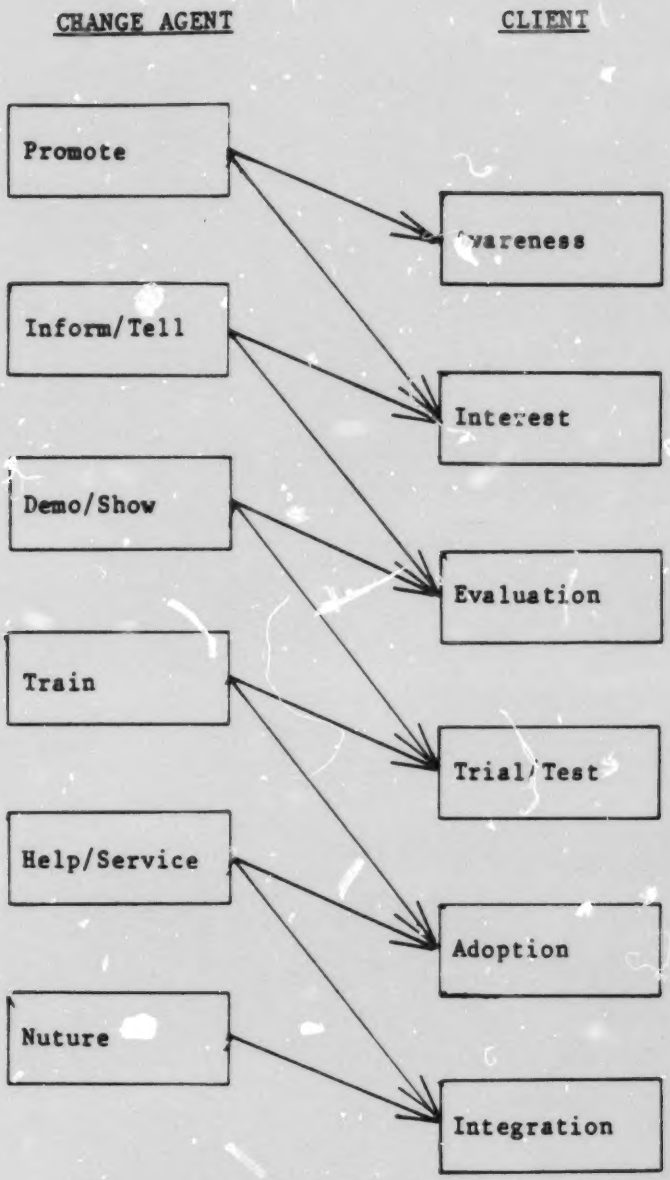

Figure 1

Ronald G. Havelock's (1973) Illustration of the Change Agents' Impact on the Client

Implications for training. Bhola (1977) asserts that change making is culture making, and that it calls upon the pervasive need for a partnership of ideologists, policy makers, researchers, developers, diffusionists, trainers, teachers and students. Glines (1980) also speaks of capitalizing on a more democratic process to thwart what seems to be a "crumbling consensus" and to develop "creative choices" through a "cohesive community". He says that it begins by questioning current practicies and then continues by envisioning better approaches through a continuous process of self renewal.

Bruce (et al., 1983) suggests that school improvement cannot occur, that movement through his stages of refinement, renovation and redesign will not happen, unless the school environment has training embedded as part of its very fiber. He indicates that schools need to provide staff with the following:

- trust and support
- encouragement of risk taking
- opportunity for collaborative studies of teaching
- cooperative decision-making strategies
- avenues for instruction and training

Bruce (et al.) goes on to list what he believes are the major components of training:

- Presentation of theory--leads to awareness or a boost for practical approaches
- Modeling or demonstration--leads to increased awareness and builds some knowledge or enables some transfer of skills
- Practice through simulation--solidifies knowledge and refines competence
- Structured feedback--if consistent, it solidifies knowledge and skills transfer
- Coaching for application--some need this as a means for completing the transfer of knowledge to competency

It seems clear, as one reads the previous viewpoints on educational change, that training (the typical synonym for TAC services) is but one small aspect of the change process. This will be easily illustrated by the various discussions that follow on the nature of technical assistance. Whereas training workshops, seminars and institutes, as augmented by handouts and audiovisual materials, represent the "product" of the TACs, the "process" TACs go through to deliver that product relies heavily on the ability to understand, participate in, and facilitate the change process.

Stimulators of Technical Assistance

Educational policy often lays the groundwork for what is designated in the long run as technical assistance. Legislative change or regulatory mandate, at the federal and state levels, usually carries with it areas requiring training or consultation before one can achieve "compliance". For example, most changes to Chapter 1 policy (legislation or regulations) filter down from the federal government to state and local education agencies, with the U.S Department of Education telling states how to behave and states telling locals how to behave. In the area of evaluation, the assistance that is required often transcends the usual administrative and compliance arena, and delves into matters needing special technical expertise. The 1974 amendments to ESEA Title I stipulated that such technical assistance would be provided to state and local education agencies as they implemented the new Title I evaluation reporting requirements. In this instance, the policy document itself carried a literal mandate for evaluation technical assistance, which was and is directly funded.

Policy interpretation, however, is another major source or provision for technical assistance. This type of assistance is seen as being within the umbrella of the general administrative functions associated with government's attempt to carry out policy. This type of assistance is seldom directly funded;

it is up to the program administrator to find funds within an existing budget. Nevertheless, the assistance can be extremely necessary, and may require considerable time and materials to provide minimal levels of training or consultation.

The changing directives for the TAC mission are often related to policy interpretation. Whereas the TAC budget line is tied to federal appropriation decisions, its stated mission is not. For example, the relaxation of policy in the 1982 Chapter 1 amendments, to let states report achievement gains in any format, did not result in disolving the TACs. While the TAC budgets were reduced; the mission basically remained the same.

Policy implementation usually stimulates the greatest amount of need for technical assistance. It is at this point of doing something when many realize what is actually needed to get the job done, according to both compliance standards and practitioner capabilities. In the case of Title I/Chapter 1 evaluation policy, there were two levels of need that became known to the local and state educators trying to report achievement gains. The first level had to do with putting the achievement information on specially designed report forms that would allow for the aggregation of data at the state and federal levels. The second level, the more technical level, had to do with making sure the achievement information was valid and reliable. In this sense, the stimulators of technical assistance came as much from the recipients (clients) as from the government or the TACs. Even though the RMC Research Corporation had developed the Title I Evaluation Reporting System (TIERS), with all of its technical parameters and standards, and despite the fact that TACs acted upon an immediate need to revise the TIERS materials, the clients themselves and their varying degrees of expertise soon dictated the nature of TAC services.

Self preservation is another stimulant for ongoing technical assistance. At the local and state levels, the persons responsible for evaluation reports knew that their job depended at least somewhat on the quality of their reports. As a result, they tended to influence the process and content of technical assistance. In addition, the TACs themselves became entities that required sustaining. They needed to "show" that the TACs were being used and that they were "worthwhile". Once TIERS had been fully implemented, the TACs were able to move into the area of "evaluation usage" and stay within the parameters of the policy documents that justified the TACs' existence.

Technical experts have had much less impact on TAC services than one might suspect. Early reports by certain experts that TIERS had major weaknesses tended to be offset by the general acceptance and scheduled implementation at the local and state levels. The TACs had experts of their own, and despite varying levels of agreement or disagreement with the critics of TIERS, the TACs tended to provide training and consultations to implement the system pretty much as originally outlined by RMC and the federal government. In answer to some of the critics, RMC was asked by the government to complete a series of technical investigations. These investigations have had very little impact on the way in which TIERS has been implemented. The system has withstood the trials of time, and is used today almost as it was used from the outset, with almost everyone using Model A1. (The one major exception is the dilemma of fall-spring versus annual designs.)

Recipients of Technical Assistance

SEA personnel require at least three general levels of technical assistance. The first level, which is often glossed over, is for the program administrator(s). In the case of Chapter 1 evaluation, this may also involve a

separate department of the SEA or at least someone designated as the "evaluator". The technical assistance that is required at this level tends to most often focus on the compliance-related aspects of the evaluation process--"what do we need to do to meet the evaluation requirements and prepare the state evaluation report?" The reason that this is often glossed over is either due to self-perceptions that "we already have the expertise" or because of a major delegation of tasks to subordinates in the SEA or to LEA personnel.

The second level of assistance, the level most often requested, goes to the subordinates carrying out the mission(s). For Chapter 1 this may or may not involve an SEA staff member with testing or evaluation expertise. In those states where the evaluation is conducted by a separate research and evaluation department, the likelihood is that the person will have at least some level of expertise to begin with. In a few instances, the person is as well or better prepared than the TAC representative(s) assigned to that state. In those states where the evaluation is done by Chapter 1 personnel, it is probable that the assigned person(s) do not have major credentials in testing or evaluation. In some instances, the "evaluator" is a fledgling in a new role with a great number of uncertainties about how to proceed. The amount and nature of TAC assistance at this level, therefore, depends heavily on the experience and training of those saddled with the major responsibility.

The third level of assistance goes to other SEA personnel who are not charged with the mission itself, but who for whatever reasons will occasionally run into matters associated with it. In Chapter 1, these persons are usually referred to as program consultants and are responsible for helping to carryout the overall administration of the program statewide. They are most likely assigned to regions of the state to provide coordination between the state and

specific LEAs. They either lead or assist with the monitoring process to guarantee that LEAs operate legal Chapter 1 programs. In many cases they also coordinate and/or deliver various types of technical assistance that the state provides to LEAs. The TACs, to have any kind of impact directly on LEAs, usually work with or through these consultants. Training of consultants has become a large part of the TAC's mission, which implements a "training-of-trainers" model. Through collaborative planning, state consultants and TAC personnel have also conducted regional workshop swings, statewide symposiums and summer institutes; but they have also coordinated direct TAC assistance to specific LEAs or groups of LEAs.

LEA personnel, interestingly enough, require essentially the same general levels of assistance that are needed for the SEA. Large or midsized LEAs have an organizational structure that is often similar to the state's organization in the sense that there are program administrators, program assistants, and program implementers. Smaller districts, however, tend to collapse some of these functions with the same person wearing "more than one hat". In the case of program administrators, the focus of TAC assistance might be directed toward a Chapter 1 coordinator and/or evaluator in larger LEAs, or a superintendent, principal or teacher in smaller LEAs. In the case of program assistants, which are often missing in smaller LEAs, the TAC staff member often works with a principal, resource teacher, a reading or math consultant, or the "evaluator". In almost all cases, the program implementers are teachers; and in the smaller LEAs a teacher often carries the responsibility of evaluation.

When evaluation or testing is the focus of the TAC assistance, an LEA person is designated who will carry out the evaluation for the district and act as the TAC's contact person. If computer application or program improvement is

the focus, it can involve someone other than the evaluator as the TAC's contact person. In both instances, however, TAC assistance may include inservice training to teachers, principals, and other Chapter 1 personnel in the district. To remain cost effective, the TAC with help from the SEA, often gathers several smaller LEAs into countywide or intermediate-district meetings. "Drive-in" meeting places have proven effective for direct consultation on specific issues, with each district scheduling a specific time to come in for TAC assistance.

Other service providers sometime seek or receive TAC assistance. The most frequent occurrence is when the TAC delivers services to or through an intermediate school district (ISD). Others include groups within universities and colleges, members of the National Diffusion Network (NDN) on the identification of successful Chapter 1 programs and JDRP submissions, and Chapter 1 related consortiums. Working with other service providers can become problematic, and usually requires close collaboration of responsibilities so as to remain targeted to Chapter 1 programs. Jointly run institutes or symposiums tend to be the norm when working with ISDs, universities, colleges or consortiums. Joint or coordinated separate consultations tend to be typical with the NDN/JDRP efforts.

Providers of Technical Assistance

The Chapter 1 Evaluation TACs have a mission to deliver particular technical assistance to anyone involved with Chapter 1 programs. The nature of that assistance has moved from an evaluation and testing focus to also include the planning of microcomputer applications and school improvement initiatives. The expertise of TAC personnel ranges from the majority who are essentially evaluation, research and/or measurement specialists to the growing minority who also have strong backgrounds in curriculum and instruction. The basic

commonness among TAC staff is their interpersonal skill, which allows them to bridge the nomenclature gap between theory and practice. They are able to understand the client and the client's needs or constraints, and can tailor their training sessions, consultations or materials accordingly.

SEA personnel represents the usual force, in a state, that provides assistance to LEAs. It has been a longstanding mission of TACs to prepare state-level staff for delivering direct assistance on TAC topics. The TACs, using a "training of trainers" model, provide key SEA staff members with indepth inservices plus materials and audio-visual packages. In addition, TAC staff tend to accompany SEA personnel in the spirit of co-presentation until the SEA person(s) feel comfortable with the topic. In those states where there are sufficient funds for technical assistance to LEAs, and adequate expertise among SEA personnel, the SEA tends to take an active and sometimes dominant role in the provision of LEA-level workshops or consultations. In other states, the TAC is called upon more frequently as presenters or co-presenters.

Intermediate school districts (ISDs), which exist in some states, are fairly active in the technical assistance arena. In most cases, the TACs provide Chapter 1 assistance to or through ISDs as directed by the SEA. A few states have special consortiums that are organized topically, such as for computers, that provide services to LEAs. The TACs work with consortiums when their topics overlap with TAC topics and are directed to Chapter 1 programs. Universities and colleges represent another major group of service providers. The SEA and TACs occasionally work very closely with these institutions to provide "for-credit" coursework to local Chapter 1 staff. Summer institutes are the usual mode in which this type of collaborative service occurs; however, there are some occasions when TAC staff are called upon to lead or assist with specially designed courses that are coordinated for LEA-level inservices.

LEA personnel, especially among midsized and larger school districts, are often called upon to inservice other district staff members. The SEAs and/or TACs work very closely with the LEAs to foster the "training of trainers" model there as well. The larger the LEA, the more likely they will organize and deliver their own inservice programs. In fact, historically the TACs have not had to provide such service to large school districts. The early TAC topics tended to focus on evaluation and testing, while most of the larger districts have competent staff to deal with those topics. Recently, however, with the increased Chapter 1 interest in microcomputer applications and school improvement initiatives, more of the larger LEAs are calling upon the TACs to deliver services, share materials or train trainers.

Other service providers include the NDN network, the regional laboratories, the R & D centers, various other government-sponsored technical assistance groups, and privately-owned businesses. With rare exception, these groups have not been pulled into the Chapter 1 technical assistance effort. The major exception is the NDN network which has become involved as Chapter 1 programs submit to the JDRP for exemplary status.

Implications for the Future

The previous sections of this paper provided an account of how, over the last eight years, the Chapter 1 Evaluation TACs have been stimulated to meet the needs of their clients and have been working with other service providers. Changes over that period in the content and style of service delivery have fallen into three categories:

1. The changing focus of the federal government
2. The changing needs of SEAs and LEAs
3. The growing expertise and experience of the TACs

What, then, under these same categories, does the future hold for the TACs?

The changing focus of the federal government. The present focus of ED seems to be on school improvement. Recent TAC involvement on the Secretary's Initiative Grants and the Secretary's Recognition Program have been direct spinoffs from the government's sense that the nation's schools need to improve. Future directions that ED will take in this regard essentially depend on two issues: (1) the degree to which ED's Chapter 1 program staff have a direct say about the TAC's mission; and (2) the degree to which cuts in federal spending affect Chapter 1 and/or OVBE budgets. Other issues, such as NIE's study of compensatory education, the prospects for continued emphasis on the NDN network, or the direction and focus of NIE's regional laboratories and R & D centers, are also related to the federal spending question.

An important message is inherent in the spending question: the TACs, as we know of them, may not survive the next three years of budget appropriations. If that becomes more and more of a reality, ED will ask the TACs to turn over their capability (expertise and materials) to other service providers, which would parallel the government's present strong interest in fostering greater state and local responsibility for education.

At one time, there were those who were hopeful that the expertise that dwelled within the TACs could be freed to assist programs outside of Chapter 1 on matters of evaluation and testing. It was hoped that ED could organizationally make that happen. Later, it was felt that as the government consolidated its programs, ED would be able to broaden the TACs' sphere of influence. While this still makes a great deal of sense to some, it seems highly unlikely given the ample history of cutting "down" on research and evaluation efforts.

The federal Chapter 1 program, however, seems to hold the short-term key to the TACs' future. If the TACs can continue to make a successful transition to

assisting Chapter 1 program improvement initiatives, the TACs will have credibility that goes beyond the seemingly expendable domain of research and evaluation. If the TACs appear to make an actual impact on program quality, they will be seen as too important to disband. This, however, will only hold water if Chapter 1 appropriations continue to stave off major cutbacks.

In terms of the content of TAC services, the federal government will continue to practice within the regulatory and legal intent of Chapter 1 as a supplementary program. Most of the same prohibitions that have faced TACs all along will be in place. The TACs will not be able to quote federal regulations, supplant SEA or LEA practices, nor make recommendations on the use of specific products or practices.

If one extrapolates eight years of history, the need for TACs may remain, but as budget cuts continue it promises the possible definition of a new TAC system. There could be a reduction in the number of regions, perhaps the development of a national TAC center which operates a little like the NDN network. Or, there could be an allocation of funds to SEAs to procure up to X amount of TAC-like services or to hire one person with a TAC-like background. For example, a $60,000 allocation to each state would only cost the federal government $3,000,000. The one-time costs of copying materials and audio-visual packages for each state could be lodged in the final budget of existing TACs as a required transitional task. Whatever the approach, history alone argues for an eventual dramatic change for Chapter 1 TACs.

The changing needs of SEAs and LEAs. To the extent that SEAs or LEAs can influence federal priorities and spending, Chapter 1 coordinators will have some voice on matters associated with ED's statement of the TAC mission. In this regard, ED attempts to gain input from these sources both through and outside the TAC network. At the present time, that input is received most often by ED's

Chapter 1 Program Office and OPBE. It is doubtful, however, that influence from these sources would cause a dramatic growth of the TAC system. It is more likely that it will bring about refinements of the mission or help to prevent further budget cutbacks. What seems to be uncertain about this matter, is the degree to which Chapter 1 persons in SEAs and LEAs can influence those school superintendents or chief state school officers, and ultimately the legislators, who have some say about federal appropriations.

The SEAs will continue to define the work of TACs in their states; and to the degree that LEAs are involved through the SEAs or directly with TACs, they too will help to shape TAC activities. At the present time the major push is on school-improvement initiatives, microcomputer applications, and refinements to the quality control of evaluation data collection and reporting. In the future, the TACs should be more frequently asked to assist LEAs or SEAs in the following areas:

- networking "effective-practices" information
- studies of "which techniques" work best
- evaluation of migrant and N or D programs
- studies of cost effectiveness
- planning of resource allocations
- development of Chapter 1 teacher evaluations
- development of stronger skill-based assessment systems
- applications of "multiple-analysis" techniques
- better uses of advancements in modern technology

Resistance to these topics, however, will be motivated by the size of the TAC budget and major ED or SEA priorities; ie., there is only so much TACs can do with a given set of resources. In the area of the present school-improvement priority, the door swings open only as far as federal Chapter 1 guidelines will

allow--the federal government will not "tell" SEAs and LEAs "how" to improve their programs.

The growing expertise and experience of the TACs. During the first six years of TAC, evaluation and testing dominated the scene. The technical qualifications of TAC personnel grew dramatically during this period, producing perhaps some of the best experts at helping practitioners apply scientific principals and methodology. During more recent years, as the TAC mission included microcomputer applications and school-improvement initiatives, the TAC system had to revise its skills base; the present emphasis on school improvement is placing demands on changing that base even further.

Another dimension of expertise that TACs have is in the interpersonal area. "People working with people" is the true nature of technical assistance. The future will continue to require a strong interpersonal orientation for "direct" assistance activities such as workshops, symposiums, institutes, and consultations. However, less direct methods of assistance, such as materials dissemination, electronic networking, and televideo conferencing may begin to impact the number of "live staff" needed for direct assistance. As these methods become better systematized and more cost effective, they will provide TACs with ways to reduce personal contacts as the primary mode of service delivery. In fact, TACs will need to utilize such techniques if they are to operate within future budget cuts.

Of particular interest to this author is to what degree TAC can collaborate with other service providers to produce the greatest amount of "joint impact". As one looks at the previous list of service providers, it is clear that they operate primarily with separate agendas. What is the spark that will allow them to come together and team for the common good of Chapter 1 programs? Can the federal government provide an impetus or incentive that is strong enough to

foster the partnerships that are necessary to make such teaming possible? The future of American education in its entirety may hang in the balance depending on the answer to questions like these. While there are many among educators and the public alike calling for such partnerships, there seem to be few solid examples of success other than "meeting together". An outstanding TAC of the future will be either at the core of such partnerships and/or a major contributing partner.

Technical assistance as a program function. One of the effects of the professional services industry is that people are paying good money for such services. The future of this type of industry, especially as our society grows progressively more complex technologically, appears to be extremely bright; and the picture looks the same for educational services. There actually may come a time in the not so distant future when educators will set aside a "technical assistance budget", not unlike they now budget for staff development. Basically, LEAs and SEAs will ask the question "up front": What is it that we need that our staffing allocation cannot accomplish? The future of educational technical assistance, both in nature and scope, depends on such notions. The Chapter 1 TACs may or may not be around to see this happen.

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